# HDDR 6310 RESEARCH METHODS

Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Dispute Resolution and Conflict Management
5228 Tennyson Parkway Suite 118
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Spring Term

January 21, 2014 – March 28, 2014

## INSTRUCTOR INFORMATION

John Potter, OD, MA
Mobile: 415-298-5322
Email: jwpotter@smu.edu
Office Hours: By appointment only
Class Time: Monday 6:00-10:15 PM
Credit: 3 hours

## COURSE DESCRIPTION

HDDR 6310 Research Methods (3 credit hours)

The focus will be to provide students with a fundamental understanding in research methods allowing them to be discerning consumers of literature in the dispute resolution field. Students will learn sound research design, inference from data to conclusions, and the assumptions underlying various methods. In this way, students will be empowered to judge for themselves the value, validity, and reliability of studies they read.

http://smu.edu/education/disputeresolution/coursedescriptions.asp

## KEY LEARNING OBJECTIVES AND OUTCOMES

| Key Learning Objectives | How Achieved |
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| 1. Students will learn the basic tenets of research methods within the field of dispute resolution and conflict management. | Textbooks and related articles will be provided so students can assimilate research methods skills and techniques. |

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| 2. Students will learn how to evaluate the critical argument in research in dispute resolution and conflict management. | Students will read and review specific articles from the dispute resolution and conflict management field with a focus on understanding the critical argument. |
| 3. Students will learn the basic approaches and processes used in mediation. | During the exercises, different approaches to mediation will be explored and utilized to increase skills and techniques. |
| 4. Students will learn ethical issues related to research methods in dispute resolution and conflict management. | Students will use the textbook and articles to develop an understanding of the norms of ethics in research methods in dispute resolution and conflict management with an emphasis on the treatment of all those involved in a research enterprise, including norms for proper credit for authorship, confidentiality, treatment of research subjects, and disclosure. |
| 5. Students will develop basic skills in research proposal drafting and presentation of their proposals for consideration for funding. | Students will work in groups and follow a specific APA Style format for preparing a research proposal. |
| 6. Students will learn to integrate and synthesize all theoretical concepts and skills discussed during the term. | Students will sit for two examinations to demonstrate their understanding of the concepts and materials presented during the term. In addition, students will work in groups to produce a research proposal and presentation of their work in class as if they are seeking funding for their research proposal. |

**Required Reading**

Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications.

**CLASS SCHEDULE AND ASSIGNMENTS**

1/4 of the final grade will be based on class participation. 1/4 of the final grade will be based on three essays. 1/4 of the final grade will be based on preparation and submission of a research proposal and its presentation to the class.

| Date | Topics |
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| Monday, January 20, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Chapter 1: Research: a way of thinking, and Chapter 2: The research process: a quick glance |
| Monday, January 27, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step I: Formulating a research problem |
| Monday, February 3, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step II: Conceptualizing a research design<br><br>**First Essay** |
| Monday, February 10, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step III: Constructing and instrument for data collection |
| Monday, February 17, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step IV: Selecting a sample |
| Monday, February 24, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step V: Writing a research proposal<br><br>**Second Essay** |
| Monday, March 3, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step VI: Collecting data |
| Monday, March 10, 2014 | Read Kumar, R. (2011). *Research methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step VII: Processing and displaying data |
| Monday, March 17, 2014 | Read Kumar, R. (2011). *Research* |

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| | *methodology*. (3rd ed.). Thousand Oaks, CA: SAGE Publications. Step VIII: Writing a research report |
| Monday, March 24, 2014 | **Research Presentations Due**<br><br>**Third Essay** |

**STUDENT EVALUATION AND GRADING SCALE**

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| 93-100 = A Exceptional | A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions. |
| 90-92 = A- Excellent | A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions. |
| 87-89 = B+ Outstanding | Above average performance. A few insignificant flaws may appear, but overall has great application of the field. |
| 83-86 = B Good | A generally satisfactory, intellectually adequate performance. Few significant flaws in performance. |
| 80-82 = B- Adequate | A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts. |
| 77-79 = C+ Not sufficient | An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories. |

**Research Proposal Presentation Written Assignment**

| Sections | Exceptional | Excellent-Outstanding | ≤ Good |
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| **Title Page**<br><br>**5 Points** | Title is direct and to the point, but also inclusive of the subject to be studied. It follows APA Style and the Research Proposal and Presentation directions found in Course Documents on SMU Blackboard. 5 | Title is started clearly. Remarks show a degree of analysis. Some areas of the title lack in clarity. It follows APA Style and the Research Proposal and Presentation directions found in | Title is vague and under developed. It lacks the level of effort for original graduate work. It does not follow APA Style and the Research Proposal and Presentation directions found in Course Documents on SMU |

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| | Points | Course Documents on SMU Blackboard. 4 Points | Blackboard. ≤ 3 Points |
| **Literature Review**<br><br>**20 Points** | Literature review is well integrated and flows as one complete narrative. It is brief and complete with the 3 questions posed the Research Proposal and Presentation directions found in Course Documents on SMU Blackboard answered. 20 Points | While the 3 questions are answered and the literature is briefly summarized, it does not fall in a natural or logical order. 15-19 Points | The narrative does not flow together, and each article is a separate paragraph. Article selected are not relevant or may well be inappropriate for the topic. ≤ 14 Points |
| **Study Design**<br><br>**10 Points** | It is clear whether you are proposing a qualitative or a quantitative study, but not both. There is clarity in your study design. 10 Points | It is not clear that your qualitative or quantitative proposal has substance to it. The actual design is not addressed. 5-9 Points | You cannot state whether your study design is qualitative or quantitative, and you have not followed the Research Proposal and Presentation directions found in Course Documents on SMU Blackboard. ≤ 4 Points |
| **Methods**<br><br>**5 Points** | Your sample is described clearly, so your study could be repeated by others. 10 Points<br><br>Your measures are distinct and clear, so that others could repeat your work. 5 Points<br><br>Your procedures are detailed enough using the terminology developed in the course so that others | Your sample is a bit unclear and not well defined. Others might find it questionable if they tried to repeat your work. 5-9 Points<br><br>Your measures are presented well, but may not be understandable by other researchers, or may be inappropriate for your sample. 4 Points<br><br>Your procedures are | Your sample is not defined well, and there is no justification for your sample. ≤ 4 Points<br><br>Your measures are not stated. If they are, they are unclear and could not be repeated by others. ≤ 3 Points<br><br>You cannot categorize your procedures using the terminology developed in the course. Others would be unable to repeat |

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| | could repeat your procedures. 10 Points | explained, but you do not use the terminology of research in explaining what you proposed to do in your proposed research. 5-9 Points | your procedures. ≤ 4 Points |
| **Ethical Considerations**<br><br>**5 Points** | The risks and benefits of your proposed study are justified and rational. You have explained why they are justified and that you have considered them. 5 Points | You have explained the risks and benefits of your proposed research, but you cannot justify them in light of the ethical considerations we discussed in the course. 4 Points | You have not explained the risks and benefits of your proposed research, or you have not justified why the risks and benefits make sense from an ethical perspective. ≤ 3 Points |
| **Limitations**<br><br>**5 Points** | You have described your limitations and they correlate to the work you propose to do. It is clear that thought has gone into your description of the limitations of your research proposal. 5 Points | Although you have described some limitations to your research proposal, they do not correlate to what you have proposed, or they are unreasonable. Your limitations demonstrate you have not considered them well. 4 Points | You do not have any limitations described. ≤ 3 Points |
| **Discussion and Conclusions**<br><br>**5 Points** | You have a good idea of what your research proposal would mean if it were funded and completed. You have some idea of what your published work would mean to the field of dispute resolution and conflict management, and you have explained this | You do not have a sense of direction to follow with your research proposal if it were funded. You would not be able to answer a question like "so what?" Your discussion and conclusion seems to not go anywhere that would suggest your work would be | You do not have an understanding of what your research proposal would mean if it were funded and completed. It is not likely your work would be considered for publication in a scholarly publication in any field. ≤ 3 Points |

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| | cogently. 5 Points | considered for publication in a scholarly journal. 4 Points | |
| **References**<br><br>**5 Points** | Your references are in APA Style. All articles cited in the proposal are cited in your references. 5 Points | Your references are not quite in APA Style, but you have not used the tools we discussed in class adequately. All articles cited in the proposal are cited in your references. 4 Points | Your references are not in APA Style. You have an understanding of APA Style, but have not demonstrated it. Some articles are not cited in your references that appear in the narrative, or vice versa. ≤ 3 Points |
| **Article Summary Sheets**<br><br>**5 Points** | The article summary sheets are completed and there are no gaps. They can be read and understood by anyone familiar with research methods. 5 Points | Your article summary sheets are complete; there are no gaps. However, it some or all of them are unclear and cannot be easily understood by someone familiar with research methods. 4 Points | There are gaps in your article summary sheets, or they do not match your articles. A person familiar with research methods would not be able to understand your summaries. ≤ 3 Points |
| **Presentation**<br><br>**20 Points** | Your presentation includes all members in your group. It matches your proposal and has enthusiasm and energy behind it that is convincing to potential funders of your work. Supplemental materials support your presentation, also. 20 Points | Although all members in your group participate, it is clear you did not practice together as a group. Your supplemental materials are not persuasive, and while there is some energy in your effort, it is not too convincing. 15-19 Points | Not all members of your group participate in the presentation. You do not have supplemental materials, or they are weak and disconnected from the presentation. There is little or no enthusiasm for your research proposal. ≤ 14 Points |

**COURSE POLICIES**

**HONOR CODE**

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

**NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)**

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

**DISABILITIES ACCOMMODATIONS**

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

**ADD/DROP POLICY**

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

**SMU EMERGENCY PREPAREDNESS**As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially. 1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu. 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members. 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

**GRADE OF INCOMPLETE**

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be

met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of Iwill be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.